**April 4**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

**1.6.2**: Listening Skills; **1.3.3**: Literacy Elements; **1.1.2**: Word Recognition Skills; **4.7**: Environment and Ecology; **9.1a.3**: Production and Performance: music and movement; **10.4.3**: Balance and Strength

**Story:**  *Littlest Dinosaur*

**Procedure:**

1. Open them shut them poem
2. Title of the book
3. Ask which dinosaur is the biggest dinosaur
4. Ask if they know what one is the smallest dinosaur
5. Read story, making comparisons and point out the comparisons of size in the book.

**Transition:**  Stomp around the room like dinosaurs

**Group:** Measuring the length of Dinosaurs

1. We will use a ruler and measure a couple of dinosaurs to see how long they are.
2. We will measure from their nose to the end of their tail.

**Small Group:**  *Dinosaur Eggs (5 day project)*

Today we are starting to make dinosaur eggs with paper mache. The kids will all have the opportunity to work on an egg, some may work on the same egg, while others may make their own. It depends upon their skills and if they like the gooeyness of the paper mache.

While making their dinosaur eggs, I asked the children what the paper mache felt like. Some quotes from the kids are listed below:

*The paper mache feels like:*

*cookie dough sticky goopy, sticky, and cold feels weird*

*sticky weird squishy, like oatmeal doughy sticky cold*

*goey and sticky squishy*

 The start of paper mache dinosaur eggs.

**Movement:** ½ day so no gym class. We did play outside on the playground in the morning.

**April 5**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

**1.6.2**: Listening Skills; **1.3.3**: Literacy Elements; **1.1.2** Word Recognition Skills; **2.2.4** Numerical Estimation; **4.7** Environment and Ecology; **9.1a.3** Production and Performance: music and movement; **10.4.3**: Balance and Strength

**Story:**

**Procedure:**

**Transition:**

**Group:** Dinosaur foot print

1. I will make a dinosaur foot print and show the children how big it is.
2. I will call up a few students to see how big it is in comparison to their body.
3. I will ask them to estimate how many of their feet can fit into a dinosaur foot.
4. We will then trace their shoes and see if their predictions were correct.
5. Each child colored their show print that is seen in our giant dinosaur footprint.

**Small Group:**  *Dinosaur Eggs (5 day project)*

We will continue to paper mache the dinosaur eggs.

 more paper mache dinosaur eggs

**Movement:**

1. Run around the room on the blue line.
2. Song with following directions to the music.
3. Gather around the big circle and dance to a few songs

**April 6**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

**1.6.2:** Listening Skills; **1.3.3**: Literacy Elements; **1.1.2**: Word Recognition Skills; **4.7** Environment and Ecology; **9.1a.3**: Production and Performance: music and movement; **10.4.3:** Balance and Strength

**Story:**

**Procedure:**

**Transition:**  walk like teeny tiny dinosaurs

**Group:**

1. Introduced our growing dinosaur
   1. We measured the dinosaur before placing it in water.
   2. Each day we will measure it to see how big it grows.
   3. We will chart how it grows throughout the rest of the week.
2. We will also do a big stegosaurus and introduce the patterning small group exercise.

**Small Group:**

1. Paint the paper mache dinosaur eggs
2. If the dinosaur eggs are not dry do the following
   1. Stegasaurus Patterning
      1. Each child will receive one stegosaurus and multiple colored triangles.
      2. First they will replicate my pattern
      3. Second they will have to finish the pattern given
      4. Third they will create their own pattern and complete it

**Movement: (in the school gym)**

1. Plant eater, plant eater, meat eater
2. Old brass wagon (song with movement)
3. Mix it all up (song with movement)

**April 7**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

**1.6.2:** Listening Skills; **1.3.3**: Literacy Elements; **1.1.2**: Word Recognition Skills; **4.7** Environment and Ecology; **9.1a.3**: Production and Performance: music and movement; **10.4.3:** Balance and Strength

**Story:**

**Procedure:**

**Transition:**  walk like giant dinosaurs

**Group:** no large group because we were planning on a special visitor who was caught in traffic and had to come later in the day.

**Small Group:**

1. Start to paint the paper mache dinosaur eggs

Before we painted the dinosaur eggs

 The painted dinosaur eggs

**Movement:**

Play outside in the park and rode bicycles

*Note:*

*Today we played outside in the playground and took out the bicycles. We were outside for about and 1 and 20 minutes. This is because we were supposed to have a special visitor, but he got caught up in traffic and was not able to come until 1:30.*

*The special visitor was Billy the Bike. The officer talked to the children about safety in the car, crosswalks, parking lots, and bike safety. He was overly energetic and we all agree he definitely put the H in ADHD. He kept their attention and was very good at what he does.*

**April 6**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

**1.6.2:** Listening Skills; **1.3.3**: Literacy Elements; **1.1.2**: Word Recognition Skills; **4.7** Environment and Ecology; **9.1a.3**: Production and Performance: music and movement; **10.4.3:** Balance and Strength

**Story:**  *Dinosailors*

**Procedure:**

1. Hold up the book and ask what do you think the story is going to be about just from looking at the cover?
2. Read the story.
3. Ask questions throughout the story about the pictures and have them make some predictions.
4. Ask them if they have ever been on a boat and what did it feel like.

**Transition:**  sway back and forth like dinosailors

**Group:** Compare a baby T-Rex’s head to our bodies

1. We will take a baby T-Rex head print out and compare the size of it to our bodies.
2. Each student will come up and hold the head in front of them, the other students will then say where the head comes up to on them.
   1. The dinosaur came up to most of the students chin, neck, or shoulders. There were a few who had it up to their mouth.

**Small Group:**

1. Finish painting the paper mache dinosaur eggs.

 Finished Dinosaur eggs incubating in their nest.

**Movement: (in the school gym)**

We had 3 sections in the gym

1. Kicking a soccer ball into the net
   1. Can they plant and kick
   2. Run and kick
2. Bouncing balls
   1. Sat on the balls and bounced
3. Exercises
   1. Did large muscle exercises.

*Note: Before they started to paint the dinosaur eggs, Miss Jen and I stuck in a glow in the dark dinosaur for them to ‘hatch’ when they get home.*